

Cody College Preparatory Upper School of Teaching and Learning



In Partnership with



**Institute for
Student Achievement**

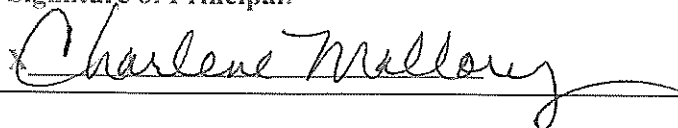
ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Cody College Preparatory School of Teaching and Learning #B516	District Name and Code Detroit 82010
Model for change to be implemented: Turnaround	
School Mailing Address: 18445 Cathedral Detroit, MI 48228	
Contact for the School Improvement Grant: Name: Ms. Charlene Mallory Position: Principal Contact's Mailing Address: 18445 Cathedral, Detroit, MI 48228 Telephone: 313-866-9200 Fax: 313-866-9266 Email address: charlene.mallory@detroitk12.org	
Principal (Printed Name): Charlene Mallory	Telephone: 313-550-3464
Signature of Principal: 	Date: August 5, 2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

LEA Application Part II

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

There are large subgroups at Cody College Preparatory Upper School of Teaching and Learning performing extremely below the state proficiency standards. The subgroups in observation are Students with Disabilities, Economically Disadvantaged, and African-American males. The attendance history indicates that there is a very little disparity in the males and females, and this attendance data has been consistent for the last 5 years. Other subgroups are Students with Disabilities and Economically Disadvantaged, there data indicates a consistent trend in attendance below the state standard of 98% over the last 5 years.

This data indicates that there is a need for interventions. At Cody the attendance agent will be responsible for collecting and disaggregating the attendance data. The Principal and the attendance committee will meet weekly to determine strategies to increase attendance. The academic data is below state standards as well. The focus for the school will be to improve and increase the schools current data, implementing effective strategies in communication and parental involvement such as:

- Teachers will maintain accurate attendance data and submit this information every three days that a student is absent**
- Attendance agents will notify parents of truancy and absenteeism**
- Attendance agents will report on findings of data collected and analyzed**

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

See attachment for required data.

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)						
Race/Ethnicity						
Students with Disabilities						
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male						
Female						
Aggregate Scores						
State						

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male									
Female									
Totals									

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment 60 (WCCC)	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

X General Funds <input type="checkbox"/> Title I Part A X Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	x Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	x Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The staff of the Cody College Preparatory Upper School of Teaching and Learning is steadfast in their support of the school's turnaround initiative. Working in concert with the *Institute for Student Achievement (ISA)* as an educational intermediary, the staff has already participated in workshops and in-services to increase their expertise in the ISA model and principles. ISA has already been endorsed by both the District and the State as data has illustrated that this organization is a leading school redesign partner that transforms larger high schools into smaller schools and learning communities to prepare students for matriculation in college. With ISA's success in underserved urban and/or rural communities in cities such as Atlanta and New York, the staff of Cody College Prep is dedicated to achieving analogous results. The staff has already signed an agreement with the District to modify contractual stipulations, allowing members to align their schedules for professional development, using abbreviated lunches and same preparation periods to discuss data, strategies, and pedagogical practices. This effort emphasizes that both the District and the school staff are focused and willing to work on one accord to promote immediate, positive change in the school.

The staff of Cody College Prep believes that quality curriculum and instruction requires frequent review of data based upon the input from all stakeholders. It is the goal of the staff to adapt and modify practices, and address a wide range of abilities and the needs of all students. The Institute for Student Achievement will work closely with Cody College Prep to continue to implement proven strategies for increasing student engagement and overall academic success.

ISA implements its program through Seven Principles which directly correlate with the vision of Cody's turnaround framework:

- 1. College Preparatory Instructional Program**
- 2. Distributed Counseling**
- 3. Dedicated Team of Teachers and Counselors**
- 4. Continuous Professional Development**
- 5. Extended School Day and School Year**
- 6. Parent Involvement**

7. Continuous Organizational Improvement

These principles will be integrated into specific designs, aligned with the District and State requirements to help Cody College Prep manage an effective budget, professionally develop all staff members, and modify schedules to maximize a productive instructional program that is academically rigorous and culturally relevant to all students. All of these principles will be amalgamated to create a facility that focuses on college preparatory studies. Through the collaborative efforts of the staff, students learn to view themselves as future college students and young adults prepared for the world of work.

On Monday, August 2, 2010, ISA matched the staff with a school coach Ms. Gladys Stoner, who will assist in guiding the process of planning for implementation of the 2010-2011 school year. The staff began to develop an action plan of the proposed goals for the year and agreed to the weekly meetings with Ms. Stoner as an ISA liaison. In addition to these initial efforts, the leadership team has also agreed to attend a three day series of workshops through ISA's Summer Institute scheduled for late August 2010. Nearly half of the staff members also attended last year's ISA Summer Institute in Connecticut, June 29-July 2, 2010, which aimed to ameliorate staffs' knowledge of a turnaround initiative. This opportunity actively involved staff in closely examining *The Institute for Student Achievement's Model and principles*, which led the staff to embrace a series of essential strategies and non-negotiable policies to promote the necessary school changes conducive to developing college ready students. These include but are not limited to the following:

- Increasing staff's pedagogical prowess through on-going, job-embedded workshops, in addition to afterschool and weekend professional development opportunities, that corroborate best-practices shown to enhance student achievement.**
- Strategically planning course of study and monitoring all required course work to ensure successful completion of college preparatory curriculum.**
- Monitoring student daily data attendance to ensure accuracy and accountability.**
- The effective integration and implementation of educational technology to include computers, mobile/hand held devices, interactive white boards, multi-media tools, in alignment with curricular goals and offer students the opportunity to use these tools in their learning as we meet their diverse needs.**
- Providing an extended school day and credit recovery opportunities throughout the year in addition to summer enrichment. Providing meaningful tutorial services that enrich students in the core content areas with an emphasis on literacy and mathematical applications. Providing relevant and efficient test preparation throughout the year as many of the students who are academically successful in class experience extreme difficulties in achievement and standardized test-taking, a requisite for acceptance in most colleges and universities as well as measuring AYP for the school.**

- **Providing students with a rigorous curriculum to address the challenge of preparing students for access to and success in college.**
- **Supporting economically disadvantaged students in the Dual Enrollment Program in partnership with Wayne County Community District, with appropriate social, emotional, and community-oriented services as they transition to college.**
- **Create continuous support for the dually enrolled students through the “College Café” extended day program where students can obtain tutoring, supplies, use of the latest technology, and garner educational support. Under the supervision of a College Café Coordinator, students will complete assignments, applications, and research, in a safe and secure nurturing environment. To accommodate the College Café program an allocated room will require complete renovation, including painting and the installation of doors, carpet, and technology upgrades.**
- **Promoting parental involvement through a series of activities and workshops, both educational and entertaining, to increase parental presence in the building and to engage them in all initiatives of the turnaround model. Focusing on an effective public relations campaign encompassing relevant technology that keeps parents more informed on student progress through timely data dissemination, allowing for speedy parental intervention before students fall too far behind.**
- **Using myriad sources of data such as formative and summative assessments, administrative and intermediary walkthroughs, reflective discourse from the staff, and even student/parental feedback as an essential component of curriculum and instruction to inform effective teaching strategies and promote an increase in student achievement.**
- **Leading by example in daily attendance and professionalism. Knowing your content area thoroughly and maintaining efficacy in executing the pacing chart.**

Outside of academia, another integral part of Cody College Prep's turnaround school initiative is to address some of the behavioral issues that can also hinder the learning process. All of the staff agreed that the safety and security of the building can affect the performance and the morale of the overall student population (as well as the staff themselves) and shape a culture in direct contrast to the environment needed to develop college ready students. Cody College Prep has a large gang presence in and around the immediate community which has resulted in violence and unwanted behaviors throughout the building. Additionally, students have adverse attendance trends that can stall the learning process and render all attempts at turnaround futile. The following is an adumbrated list of some strategies that will be implemented to promote safety and effectiveness at the Cody College Preparatory Upper School of Teaching and Learning:

- **Recruit and train personnel with targeted strategies to provide sustainable conflict resolution and efficacy geared towards reducing gang violence and promote a school culture and climate for a conducive learning environment.**

- Establish student modules for the development and implementation of rules and expectations.
- Utilizing a resident attendance officer to follow through with community visits to ensure that parents are aware of truancy and absenteeism.
- Provide relevant staff for emotional health of students including social workers and psychologists, in addition to mentoring programs such as Young Ladies of Destiny and Boys to Men Mentoring Group to provide alternatives and extracurricular activities as outlets for at-risk youth.
- Establishing an in-school detention and suspension program to derail adverse behaviors, providing an opportunity for students to complete their mandated class work and receive instructional time.
- Appoint a Dean of Students to perform administrative duties who will address student behavior and intervention.
- Incorporating educational partners such as Communities in Schools to provide two experienced Site Coordinators. Putting into practice the community-based integrated student supports model, the Site Coordinators work to assess the range, scale, and scope of the specialized intense supports needed by students exhibiting the highest degree of off-track indicators. Following the needs assessment, the Site Coordinators bring in the organizations and individuals required to provide the identified supports. They also organize whole school interventions.

2. Explain the school's ability to support systemic change required by the model selected.

The ISA model for high school turnaround uses a phase-in/phase-out approach during which time ISA works to concurrently phase out the existing school (which becomes the Senior Academy) and phase-in new smaller, autonomous schools in the same building. This two-pronged strategy addresses the issue that failing high schools are characterized by a culture of failure, the tenacity and pervasiveness of which undermine improvement strategies. The strategy of starting up new schools in the same building frees the District and new schools to very quickly establish a new culture with norms, practices and staffing patterns designed for success, unencumbered by the history of failure and the failing culture of the existing school. The new schools are organized as a constellation of academic and social-emotional safety nets for students and teachers: students do not fall through the cracks and teachers are not isolated, can regularly engage in collaborative problem solving, and be collectively accountable to each other, their students, and their school's mission.

A clear, explicit set of non-negotiable principles defines the ISA Transformation/ Turnaround Model. These principles are based on ISA’s achieved effectiveness and current educational research. The Institute for Student Achievement works with each school to develop a customized plan of how the ISA principles are incorporated in the school’s organizational, instructional, counseling, and parental involvement components. The ISA principles and their importance in a turnaround model are as follows:

- 1. College Preparatory Instructional Program: Preparing all students for college: Beginning in the ninth grade, students will view themselves as future college students and, through their four years in high school, be prepared for admission to and success in college.**
- 2. Distributed Counseling: Building a safety net of support services across the school: ISA’s unique model of Distributed Counseling ensures that all members of the school have a role in making it a caring community. All the adults in the school are responsible for knowing students well and providing a caring, safe and supportive environment for them. Students also take a proactive role in activities such as peer mediation and conflict resolution.**
- 3. Dedicated Team of Teachers and Counselors: Providing a consistent, four year support network: throughout their four years of high school, students will have worked with a consistent team of teachers and a counselor. This structure personalizes the school environment, creates strong, long-term connections between students and their teachers and counselor, and ensures that the support network is engaged and knowledgeable. The strong relationships generated by the team organization enable teachers to elicit higher levels of student performance.**
- 4. Continuous Professional Development: Establishing a professional community: ISA will have provided teachers and principals of small schools with continuous professional development opportunities including the ISA Summer and Winter Institutes and individualized onsite coaching on issues ranging from classroom management strategies to the design and implementation of inquiry-based projects to performance and portfolio assessments.**
- 5. Extended School Day and School Year: Extending personalized and challenging learning opportunities: An extended day/extended year program that enables staff to provide students with structured time, individual attention and other supports necessary for their success with the school’s challenging, college preparatory curriculum will be operational.**

6. Parent Involvement: Encouraging parents to participate in their children's education: Teachers and counselors will keep parents informed of student performance, and work together as a team to provide strong support.

7. Continuous Organizational Improvement: Program accountability: monitoring progress and refining program components: Schools will use multiple mechanisms to assess their organizational and program effectiveness.

The ISA reform model is not an “add on” menu of services that makes some small changes in the school. Rather, it is a total school reform model that addresses all aspects of school operation and instructional program. Using its seven principles as benchmarks, ISA collaborates with the school district on the design and implementation of new smaller, personalized and intellectually demanding high schools that will grow one grade per year in the existing school building over a 4 ½ year period, while the existing school (Senior Academy) is systematically phased out. The overall school planning, launching, and development process is managed by ISA's leadership while the development of individual schools is guided by ISA external coaches and a local program manager who are experienced school practitioners with instructional and leadership experience.

Planning Period – School development begins with a planning period, during which the following occur: 1)recruitment and selection of a school principal for each new school opening in the building; 2) new school visioning and proposal development; 3) teacher recruitment and hiring for new schools; 4) student recruitment; 5)design and development of the school structure and instructional program; 6)job-embedded professional development for school teams; 7)offsite professional development at the multi-day ISA Summer Institute.

Four-Year School Development Process: - The new schools open with a cohort of approximately 100 ninth grade students. Each school grows one grade per year, until at the end of a four year period, the school serves approximately 400 students in grades 10 – 12. (The number of new schools that open in a school building is dependent on the number of students enrolled in the large existing high school.) During the four years of school development, when the new schools are growing one grade per year, onsite coaches and an ISA program manager continue to support the school community in the implementation of the ISA principles. The manager also works with the relevant district personnel and a district school improvement liaison to align school transformation and development within district structures, union regulations and state mandates.

The schools develop an instructional plan characterized by these features: 1) curriculum is aligned with state standards and assessments; 2) instruction focuses on inquiry, higher order

thinking, and literacy and numeracy across the curriculum; 3) external learning opportunities including internships and college courses; 4) systems of interventions for struggling students; 5) use of multiple sources of student data to drive decisions about student interventions and instruction.

Senior Academy –The development of the new schools is accompanied by the simultaneous phase out of the existing school so that the integrity and quality of the educational program provided to the students in grades 10 – 12 is not compromised, and that parents and students have confidence that the education students are receiving will enable them to graduate prepared for a future of choices, which includes post-secondary educational opportunities and the world of work. The Senior Academy is organized to promote personalization and a rigorous academic program designed to ensure graduation and post-secondary careers or education.

The Senior Academy begins as a 10th – 12th grade school and phases out one grade per year as students are accepted into the new smaller schools located in the building. The Senior Academy has its own staff and principal trained and supported by ISA, and contiguous space separate from the start-up schools. The school is organized as a safety net for students. Each grade is organized into a teaching team of core discipline teachers and a counselor who teach the same cohort of students. Advisories provide each student with an adult advocate who knows him/her well and is responsible for family contact. Case management and parent involvement strategies are developed and implemented.

After a typical three-year implementation, “the deterioration of research-based practices adopted during the implementation period is often rapid or immediate” (Redding, 2006, p.28). To prevent such deterioration, successful reform must not be viewed as the attainment of some plateau that is simply an improvement over what existed before, but as a point in ongoing adjustments aimed at achieving still higher goals. Leaders must anticipate the changes in personnel, contraction of resources, or revisions to policy that would threaten the practices, structures, and attitudes that were put in place during implementation. Engaging various support groups, the community, and parents in the initial implementation process is one way to ensure long-term viability of the turnaround process. For example,

- Develop means to identify reforms worth sustaining.
- Allocate resources: human to fiscal, to support sustainability of reforms beyond years two and three.
- Develop systems to document and codify successful and sustainable reforms.
- Disseminate lessons learned from successful reforms.

ISA's Distributed Counseling component contributes to personalizing the high school experience, enabling the school to effectively serve a unique and diverse student population. Distributed counseling is a comprehensive system for ensuring that all students, including ELLs and Special Needs Students receive the academic and social support they need for their intellectual development, success in school, and capacity to move on to postsecondary education. In traditional high schools, teachers are responsible for the academic progress of students taking those teachers' classes, and the guidance counselor is responsible for addressing any social or emotional problems that may emerge. In contrast, in the system of distributed counseling, teachers and a counselor regularly work together as a team to support students' academic and social-emotional development. Teachers and counselors have an expanded role in supporting students' success. Teachers find that when they form strong relationships with their students, they are better able to support them and to demand more from them academically. Under distributed counseling, a dedicated team of academic teachers and a counselor take responsibility for the academic, social, and emotional development of a relatively small number of students – a number they can reasonably be expected to know well. Responsibility for guiding students academically and socially is integrated and distributed across the team of teachers, administrators and counselors working with students rather than being compartmentalized in any one individual, as is typical in traditional high schools.

ISA does not advocate for any one prescribed model for its schools to follow implementing distributed counseling. Instead, ISA supports each team as it develops its own program, one that is appropriate to that team's goals, contexts, and students.

In order to support the new school's organizational development, effective implementation of the ISA principles, and a culture of continuous improvement, ISA's strategic partner, The National Center for Restructuring Education, Schools, & Teaching (NCREST) at Teachers College Columbia University, provides schools with different kinds of assessments and data to guide them. These short-cycle assessments provide student performance results from fall and spring assessments in writing and math that are aligned with state standards, and a student survey administered in 9th and 11th grades that measures students' sense of self-efficacy, aspirations, ambition, and attitude toward school.

Additionally, ISA provides schools with Walkthrough Rubrics to self assess student and program outcomes. Structured walkthroughs using the rubrics as guidance are conducted by school staff and the ISA coach so schools can assess their implementation of ISA principles and see where and how the principles are effectively implemented and to raise questions on where growth is needed.

These multiple forms of data enable schools to track students' progress and make instructional and organizational decisions targeted toward more in-depth implementation of ISA principles and improvement of student outcomes. These multiple forms of data also guide ISA decision making on professional development and resource allocation.

A key component of this reform is that it addresses issues of manageability and accountability. ISA transforms large high schools into small school models which provide, when implemented successfully, more intimate connections with the students and all relevant stakeholders to closely analyze data and promote continuous improvement in the educational process. The ISA model requires shared leadership and administrative duties are delegated more effectively through the use of Leadership Teams and School Community Councils. The following are a list of strategies that will be used to incorporate the new school turnaround initiative:

- Update and modify the current school improvement plan to include the variance in the school's new governance structure as well outline the responsibilities of all constituents (educational teams) through in-depth philosophies of reform, purpose statements, and by-laws.**
- Develop comprehensive action plans for each team to address accountability and measurable, goal-oriented operations for the entire year. Ensure that the teams are required to produce specific products and data.**
- Provide efficient time for teams to meet and adequately address the business at hand, school policies, and all relevant data. These meetings should be specifically targeted and focused on pertinent matters related to the tasks set out for each team.**
- Require that all teams meet regularly to discuss findings. Meetings should be goal-focused and outlined by agendas and explicit meetings. (Robert's Rules of Order can be used as a reference.) All agendas, minutes, and information gathered from these meetings must be filed and cataloged, and all teams should receive prompt access to this data, which can range from student progress to ways to improve teacher efficacy based on classroom observations.**

To this end, Cody College Prep will represent the very best in comprehensive urban education which will be inclusive of an innovative and holistic administrative structure. In cooperation with the State, District, and collective bargaining organization, Cody College Prep will operate as a site-based governed organization. Staffing will be reorganized and reselected based upon skill sets and performance.

Curriculum will be enhanced through partnerships with private and community-based organizations. Furthermore the school budget will be augmented by grants and foundations with the autonomy to make strategic financial decisions without an extensive bureaucracy. The principal acting as a servant leader will organize a council inclusive of the union, parent, community, and instructional staff representatives to oversee decision making on school matters. Through strong negotiations at the District and school level the collective bargaining organizations will become a partner (versus adversary) in the turnaround school initiative.

At the core of the turnaround initiative is student achievement. Cody College Preparatory will dedicate itself to graduating over 80% of its students, sending 80% of those graduates to post-secondary training, and meeting adequate yearly progress (AYP) within the first two years of the turnaround initiative. The turnaround initiative will focus on developing relationships, relevance, and rigor throughout the curriculum, for a middle college culture. Students will no longer see their academic career as merely a four year program. All students will view education as inclusive of post-secondary graduation requiring 6 – 8 years to complete.

The primary focus of the Cody College Preparatory School of Teaching and Learning, in conjunction with ISA, is to develop students who will matriculate and thrive in institutes of higher education. The staff has agreed to work closely with Michigan-based colleges and universities as educational partners to help shape a curriculum that will strengthen their skills and college readiness. The administration and the staff will be able to provide an improved instructional program design that includes rigor and academic relevance aligned with the standards of the MDE and the District.

Cody will provide credit recovery through extended year and provide other enrichment programs such as tutoring, mentoring and academic clubs. We will develop a school day and school year schedule to include time for job-embedded continuous professional development and select a dedicated team of leaders and staff to develop continuous organizational improvement.

Financial Incentives, Increased Opportunities for Promotion and Career Growth, and More Flexible Work Conditions

The Cody College Preparatory Upper School of Teaching and Learning is dedicated to this turnaround initiative and providing students with better educational opportunities and ultimately a brighter future. With this in mind, it is essential that the school's staff is properly trained in all capacities of the ISA model in addition to doing extensive research on a multitude of educational resources, best-practices, and how to quickly and effectively analyze a wealth of data to inform instruction. The school recognizes that much of the requirements to effectively incorporate this turnaround model are outside of the contractual constraints negotiated by the staff's collective bargaining unit and budgetary restrictions do not allow for compensation from the District. As a result, The Cody College Preparatory Upper School of Teaching and Learning is desirous of supplementing portions of this compensation through money rewarded by various grants and endowments. In addition, Cody College Prep wishes to provide the means to increase opportunities for promotion/career growth and providing flexible working conditions to make instruction more conducive. By using these incentives, Cody College Preparatory can develop and retain its highly qualified staff and compete to recruit the best professionals in the field. Some strategies in this regard may include but are not limited to:

- Providing stipends for staff who attend 100% of the workshops targeted at meeting the goals of the data-driven action plans as it relates to their specific content areas. Staff

must provide documented proof of attendance and evidence of the information disseminated at the workshops.

- Providing stipends for qualified staff to act as facilitators to develop pertinent workshops to in-service other staff.
- Providing stipends for the extensive Leadership Teams and Community Council meetings outside what is allocated and required through the school improvement plan.
- Providing stipends for staff who take SBU, college courses, and/or certification programs become more efficient with instructional skills pertinent to the turnaround model.
- Providing stipends for staff to develop and teach courses in an extended day format that address specific target areas in literacy, mathematics, and test strategies.
- Providing stipends for staff at their regular daily rate for instruction in an extended year program.
- Providing observational trips across the country for selected staff and members of the community council to gather first-hand information from already successful turnaround schools and ISA partner schools.
- Providing stipends and other variations of merit compensation for teachers who are successful in promoting rapid, positive change through effectively implementing this turnaround model.
- Incorporating staff input in the scheduling of courses to achieve the most effective results in student achievement.

3. Describe the school's academic proficiency in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access). The following chart represents the MDE results, Spring 2010 for the Michigan Merit Exam.

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 11	26%	20%	21%	3%	3%	10%

The data provided in the above chart illustrates that Cody College Preparatory students are currently achieving below proficiency in the areas of reading and math. The percentages of students' performance on the English portions of the test have remained close to 20% for the last three years with no significant growth. There was a 7% increase in mathematical performance this past year and strategies should be incorporated to sustain and further increase this growth.

Utilizing this MDE data and data gathered within the school to inform instructional reorganization, Cody College Preparatory staff will implement more strategies and job-embedded professional development, incorporating effective research and best-practices in

the designated areas of literacy and numeracy. ISA coaches will meet with the administration and the staff and prescribe experts in the needed fields to deliver relevant professional development, referencing best-researched practices. In addition, Cody College Prep wishes to appoint in-house reading and math coaches to promote consistency in enriching these skills.

As Cody College Preparatory is a high school with a targeted testing population of eleventh grade students, the gaps among other grade levels cannot be juxtaposed. However, trends in data taken from other achievement and standardized tests such as the tenth grade PLAN and PSAT, should be taken in consideration to inform instruction. Additionally, pre-test and post test akin to the set-up of the MME should be regularly given to assess student's knowledge prior to the State test. Academic deficiencies will be addressed through ISA's principle of incorporating an inquiry-based curriculum as research corroborates its effectiveness in increasing student achievement as well as increasing teaching quality, which is the ultimate determiner in predicting student achievement. Haycock (1998, 2001)

Instructional Framework

Through inquiry-based instruction and curriculum that is both integrated and deep, students will have the ability to solve complex problems, think critically, and persuasively express themselves through written and oral communication. The Cody College Preparatory Upper School of Teaching and Learning will undergo an intensive inquire-based curriculum which will promote higher-level thinking abilities.

The instructional framework will include the following strategies:

STRATEGY	OBJECTIVE	EXPECTED OUTCOME	INSTRUCTIONAL TECHNIQUES
INQUIRY BASED INSTRUCTION	If learning is properly understood as an activity of constructing knowledge, then students need to be mentally active. Since this type of thinking activity is consistent with that of experts in the field, it is unrealistic for students to "come upon" these habits of mind on their own.	Independence of inquiry and "ownership" of the work on the part of students. When contrasted with more formal instruction, allows students a greater degree of choice and capitalizes on internal motivation.	<p>Searching: requires the identification and representation of a scientific problem.</p> <p>Solving: solving the problem involves gathering information and generating a solution. In this phase, the groups collect and analyze data.</p> <p>Creating: creating refers to the creation of a product, such as a presentation to class members or the school.</p> <p>Sharing: sharing involves the actual communication of findings. It should also result in the generation of future search questions.</p>

PROJECT BASED LEARNING	Within its framework students collaborate, working together to make sense of what is going on.	<p>Ask and refine questions</p> <p>Debate ideas</p> <p>Make predictions</p> <p>Design plans and/or experiments</p> <p>Collect and analyze data</p> <p>Draw conclusions</p> <p>Communicate their ideas and findings to others</p> <p>Ask new questions</p>	<p>1. A "driving question" that is anchored in a real-world problem and ideally uses multiple content areas</p> <p>2. Opportunities for students to make active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways</p> <p>3. Collaboration among students, teachers, and others in the community so that knowledge can be shared and distributed between the members of the "learning community"</p> <p>4. The use of cognitive tools in learning environments that support students in the representation of their ideas: cognitive tools such as computer-based laboratories, hypermedia, graphing applications, and telecommunications</p>
COLLABORATIVE LEARNING	Students team together to explore a significant question or create a meaningful project.	<p>Learners actively participate</p> <p>Teachers become learners at times, and learners sometimes teach.</p> <p>Diversity is celebrated, and all contributions are valued.</p> <p>Students learn skills for resolving conflicts when they arise.</p> <p>Members draw upon their past experience and knowledge.</p>	<p>Cooperative activities involve the construction of new ideas based on personal and shared foundations of past experiences and understandings -- so they naturally apply some of the principles of constructivism.</p> <p>Learners also investigate significant, real-world problems through good explorative questions, and as a result these groups can easily be used for an inquiry-based approach</p>

Teachers will be organized into grade-level and/or subject area instructional teams to effect the entire student population on one accord. In addition to revising and modifying the curriculum to address the standards of inquiry-based instruction, Cody College Preparatory Upper School will employ enrichment and enhancement activities such as tutorial programs and extended day classes to provide academic amelioration.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

ISA believes that in highly-supportive small high schools, meaningful, sustained relationships develop between teachers and students that facilitate higher student motivation, achievement and aspirations. Research findings conclude that small school size can support conditions and practices that produce highly desirable educational outcomes (Raywid, 1999). High schools with small enrollments support higher levels of intellectual performance, reduce the negative

effects of poverty, and result in more equitable academic achievement across racial, ethnic, and socioeconomic groups (Darling-Hammond, Aneess, and Wichterle Org, 2002). In smaller environments, students are likely to develop a stronger sense of school affiliation, which is associated with more participation in school activities, higher attendance and graduation rates, and improved classroom discipline and school safety (Raywid, 1996).

MDRC, a nonprofit, nonpartisan social policy research organization dedicated to learning what works to improve the well-being of low-income people conducted a large and rigorous study of small high schools in New York City that had been created from the reorganization of large, failing high schools. The study was funded by the Gates Foundation. Fourteen ISA schools were included in the study. Open to students at all levels of academic achievement and located in historically disadvantaged communities, the schools showed an increase in academic achievement. The study showed provided clear and reliable evidence that in a relatively short span of time, it is possible to replace underperforming high schools in poor urban communities with schools that help students attain high levels of performance.

Specifically, by the end of their first year of high school, 58.5% of students are on track to graduate in four years, compared with 48.5% of comparison students. These positive effects are sustained over the next two years. By the fourth year of high school, small schools increase overall graduation rates by 6.8 percentage points, which is roughly one-third the size of the gap in graduation rates between white students and students of color.

Small school positive effects are seen for a broad range of students, including male high school students of color, whose educational prospects have been historically difficult to improve.

The study also found that small size by itself is not enough to result in positive results for poor, minority students. School size needs to be combined with a comprehensive model that includes academic rigor, personalization, and community partnerships, all characteristics of the ISA model. ISA's effectiveness has also been documented by an independent external evaluation conducted by the nationally recognized, Washington- based Academy for Educational Development (AED). AED's evaluation uses both quantitative data (student achievement records, teacher and student surveys) and qualitative data (site visits, interviews of key school and ISA staff, and classroom observations).

This longitudinal study follows two cohorts of ISA students who were ninth graders in 2003 and 2004 and compares their achievement outcomes with those of similar students at other large high schools, matched to the ISA schools based on student characteristics. Controlled background factors include race/ethnicity, free lunch status, special education status, over-age for grade, gender and grade eight reading and standardized test scores. All odds of ISA student achieving the particular outcomes of interest are determined using multi-level analyses. The study finds that:

Grade Promotion – Grade promotion is a key indicator of high school success and graduation: 9th graders who are promoted to 10th grade are 3.5 times more likely to stay in school and graduate in four years. Controlling for background factors, ISA students were more than 5 times as likely as comparison students to be promoted to 10th and 11th grades, and more than 3 times as likely to be promoted to 12th grade.

Attendance – ISA students had higher attendance than comparison peers. Controlling for background factors, 12th graders attended, on average, 3.5 more days per year.

Regents Exams (New York State Standardized Subject Area High School Exams) – By 12th grade, 93% of ISA students passed each of the required Regents exams (English, Math, Global Studies, History and Science).

Credit Accumulation – Along with grade promotion, credit accumulation is a key indicator of students' progress towards graduation. In NYC, most dropouts (93%) were found to be overage and under-credited, showing the strong correlation between lower credit accumulation and dropping out of school. NYC requires a total of 44 credits to graduate. Controlling for background factors, ISA students earned, on average, 6.3 more credits in four years than did their comparison peers, having attempted 2.9 more credits. ISA students also took more classes and failed fewer credits in core subject areas. ISA students were 42% less likely than comparison students to fail any core subject course.

Dropouts – The four-year dropout rate for ISA students was 7.2%, compared with 14.3% for comparison students and 13.5% citywide. Controlling for background factors, ISA students were half as likely to dropout as comparison students.

Graduation – 79% of ISA students graduated in four years, compared with 63% of comparison students. Controlling for background factors, ISA students were 31% more likely to graduate than comparison students. The ISA student graduation rate also exceeded the city-wide four-year graduation rate in 2008 of 66%.

College Preparation – 90% of ISA seniors planned to attend a two or four-year college in the following fall. A majority of seniors reported receiving critical supports for college enrollment including visiting colleges and attending college fairs. They also reported receiving advice and guidance from teachers and counselors in completing college and financial aid applications and in selecting schools to apply to.

City University of New York (CUNY) Persistence – The dropout rate for college students nationwide, particularly student enrolled in two-year programs is alarming. Nationwide, only half of first-time college-goers enrolled in two-year programs, and three-fourths of four-year

college-goers, continued to the second year of college. 88% of graduates in the CUNY bachelor's degree program and 69% in the Associate degree program persisted into their second year.

It must be recognized that according to NCLB requirements, all low performing high schools are required to implement strategies for improving student achievement. Therefore, all comparison students received some type of intervention aimed at increasing their achievement. The interventions implemented for the comparison students were less effective than those of the ISA model. ISA has 10 years of experience in partnering with schools and districts nationally to create new small, personalized and academically rigorous schools in either in school buildings that housed large, failing high schools, or as stand-alone schools in new space. ISA is recognized by major funders and school districts as an experienced turnaround organization that is capable of managing and coordinating resources from a variety of internal and external funding sources. ISA has received major grants and financial support from leading funders, including the United Way, AT & T Foundation, the USDOE, the NYC Dept. of Education and Gates Foundation, and has a proven track record in major cities including New York City, Atlanta, Detroit, and Buffalo.

The ISA model is able to work in diverse schools because it is flexible enough to adapt to local needs, but consistent where it counts. ISA schools are not intended to be cookie cutter models, but rather enactments of ISA's principles in ways that are contextually appropriate to each school, reflecting their values, interests, and concerns.

The ISA model has data and research showing transformation in underperforming public high schools. By effectively implementing the ISA model and its seven principles, Cody College Preparatory should drastically increase current data scores in the core areas of math and writing. Continuous professional development, rigor within each classroom and the school day, college preparation and supplementary programs, an extended year, and a dedicated team of teachers and distributed counseling are changes that will lead to improved instruction for all students to learn.

Cody College Preparatory SLC/school teams will have common planning times and regularly analyze multiple services of data (formative and summative) and student performance, using the results to inform decisions about instruction and interventions. There will be an ongoing cycle of setting goals, analyzing data and formulating interventions or change in response to the data. During this time, teams will analyze implementation data to assess its collective agreement on assumptions, understandings, instructional goals, and ISA principles to inform its leadership team on what organizational and instructional areas should be modified and improved. Examples of data sources would include ISA feedback reports, teacher evaluations, surveys, and observations. In addition, the following strategies will be implemented:

- **Leadership Team meetings will include discussion of and development of strategies to be shared with teachers in common planning sessions.**
- **On a weekly basis, the leadership team will perform a Quartile Analysis of student data, development and review of instructional implications for students by class, group decisions regarding next steps for each student with literacy and math coaches with classroom teacher.**
- **The Principal will meet with the Attendance team weekly to discuss student attendance as this affects the ability of student achievement.**
- **The Principal will schedule at least two formal observations and at least two informal walkthrough observations to address teacher accountability and efficacy as well. These observations should be followed up with feedback and recommendations for improvement if needed.**
- **The Principal should be working with assigned partner provider to develop plan to use job embedded professional development, data driven lesson planning.**
- **The Principal as the Instructional leader must be the voice and presenter of the school's plan for change and define/describe how staff trained to use data to guide instruction and to make data driven decisions.**

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The common planning times will accommodate professional development, meetings with leadership team, parents or in-services; therefore, affording the opportunity to promote continuous preparation, professional discussions focusing on instruction, student work, progress and achievement. The ISA model is designed to build the capacity of the school community by providing intensive and ongoing job-embedded professional development for school leaders, teachers, counselors and support staff. ISA's work with the school is built on the foundation that each school staff is unique, with its own needs and level of expertise.

ISA coaches and local program manager begin by working onsite at the school weekly with a school leadership/design team during the planning period to write a school design plan in which they articulate the vision and organizational design, including the implementation of the ISA principles for their school. Contrary to off-the-shelf packages, ISA schools are not intended to be cookie-cutter models, but rather enactments of ISA's principles in ways that are contextually appropriate to each new school community, reflecting their values, interests, and concerns.

During the four school development years, ISA continues to provide both onsite and offsite professional development opportunities.

ISA Onsite Coaches - ISA's coaches, who are at the school weekly, work with teachers and leaders in specific areas, including analysis of student achievement data, developing a college preparatory, inquiry-based instructional program and college going school culture, establishing communication and engagement plans for parents and outside organizations, and structures for implementing distributed counseling. They also can train school leaders in effective teacher evaluation practice, establishing a school vision, school budgeting, staff and student recruitment. The coaches utilize an inquiry approach so that activities align with needs and effectively address those areas on which the school is focusing. Activities are customized and defined by the faculty, and can include one-on-one, in, and out of classroom sessions, workshops, retreats, and specific content area coaching.

ISA Summer Institute - ISA schools attend the annual offsite ISA multi-day Summer Institute. At the Institute, school leaders, teachers and counselors spend uninterrupted days of curriculum and instructional development with colleagues from other ISA schools, and with colleagues working in the same area of pedagogical interest (e.g. differentiated instruction). Expert practitioners, university faculty and renowned educators (e.g. Larry Cuban, Tony Wagner, Deborah Meier) work with school faculty in two strands: curriculum development and team development.

The curriculum development strand includes sessions in math, science, social studies, English language arts, and counseling, as well as sessions in interdisciplinary projects, differentiated curriculum, and literacy for struggling adolescent readers. Sessions address teachers' challenges concerning the use of an inquiry approach in the context of local curriculum mandates and high-stakes tests. Teachers explore strategies designed to engage students and stimulate these young people to discover, think, understand, and create. With these knowledge tools, participants redesign segments of their syllabi for inquiry-based instruction and create lessons they will use during the coming school year. They also explore multiple templates for organizing and composing curriculum.

During the team development strand teachers engage in team activities with their colleagues to develop their school's action plan for the upcoming year, expanding their role beyond the traditional boundaries of content area disseminator to include school community leadership roles. Teams can also schedule customized professional development with providers whose work they want to apply in their schools. The blocks of "team time" offer teachers opportunities to become members of a professional community, and develop leadership skills.

Thematic sessions are held which give participants the opportunity to explore diverse approaches to implementing ISA principles in the areas of instruction, counseling, and personalization.

Winter Institutes – Several separate winter institutes are provided for teachers, administrators, and counselors. The institutes continue the work of the Summer Institute and focus on development of inquiry-based learning projects, distributed counseling implementation, and instructional leadership. Where possible, Summer Institute instructors also lead Winter Institute sessions. Teacher sessions are spread across the year so participants can implement and assess their curriculum units, learn what challenges the implementation of inquiry curriculum presents, share those challenges with Winter Institute faculty and colleagues, obtain feedback on resolving challenges, and determine what their next steps will be. In the intervals between sessions, participants and instructors are in touch by email.

Leadership Development – In addition to coaching and summer and winter institutes, leadership development is supported through the ISA Leadership Network. Principals participate in intervisitations and formal and informal meetings to observe best practice, share challenges and build relationships with colleagues. The network focuses on the principal as instructional leaders and organizational manager.

Content Area Coaching – Based on existing skills, if a school team needs to develop additional expertise in a particular curriculum area, curriculum and instructional development is supported by content area coaches in literacy, math and science. For example, a literacy workshop, led by a coach with expertise in adolescent literacy and district literacy programs, can be provide for teachers and administrators.

Value Added Assessments – ISA provides training in utilizing and analyzing data from its NCREST student assessments in writing and mathematics (administered in the fall and spring of 9th and 11th grade) and student surveys. These assessments are designed to inform instructional practice and can become the basis of school planning for subsequent years.

ISA Rubrics - ISA also provides a series of rubrics and training in the use of the rubrics so that schools can self-assess their progress in implementing the ISA seven principles as relates to their school development.

Customized Professional Development – In addition to the above, ISA leaders work with schools at various stages in their development and provide customized services when needed. These services can take the form of staff and leadership retreats, school intervisitations to other ISA schools, and the services of ISA leadership coaches.

The current schedule will provide common planning times for the SLC instructional staff. Through constant communication and articulation with the leadership team, the Coach and counselors collaboration will be on going through the school year, the day and in every classroom.

This culture of collaboration will build and develop close and caring relationships with students and parents to ensure that no student is fall through the cracks and that each student is engaged, motivated and challenged academically.

Support for students with disabilities in the least restrictive environment will be implemented within the current schedule. Inclusive of both general and special education students and teachers for resulting in a climate of inclusion and multicultural responsiveness.

At the core of the turnaround initiative is student achievement. Cody Upper will dedicate itself to graduating over 80% of its students, sending 80% of those graduates to post-secondary training, and meeting adequate yearly progress (AYP) within the first four years of the turnaround initiative. The turnaround initiative will focus on developing relationships, relevance, and rigor throughout the curriculum, for a middle college culture. Students will no longer see their academic career as merely a four year program. All students will view education as inclusive of post-secondary graduation requiring 6 – 8 years to complete.

With the future in mind and extensive training the Cody Upper“Turnaround” initiative will include the following:

- I. **Continuous development of a teacher mentoring program** insuring that all students attending Cody High School will have at least one caring adult responsible for monitoring their social and academic progress throughout their high school career, creating **relationships** and developing a portfolio-style individual education plan and making referrals for additional support when appropriate.
- II. **Continuous development of four career themed academies:**
 - The Academy for Critical Thinkers
 - The Academy of Public Leadership and Governance
 - The Academy of Medicine & Community Health
 - The Detroit Institute of Technology
- III. **Continuous development of a college preparatory instructional program** encouraging students to view themselves as future college students and, through their four years in high school, prepare them for admission to and success in college utilizing **dual enrollment** programs and the middle college model.
- IV. **Extended school day** focusing on three areas: improving teaching (extensive professional development), providing additional academic support for students who need

it, and providing multiple career awareness activities to help inspire and motivate students by seeing the relevance of their studies.

- V. **Extensive internships and career shadowing** providing student real life experience in the corporate and public service field, linking the **relevance** of the school curriculum and the world beyond the classroom.
- VI. **Accelerated Credit Program** providing academic support for students behind in their coursework and in need of fundamental skills support services.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

The staff and leadership team at Cody Upper will maintain consistent communication between teams and all parents through formal and informal means via distributive counseling and advisory cohorts. Teachers will consult with parents by way of: parent meetings, conferences, newsletters, college night, parent night, financial aid and college preparations workshops, calendars, progress reports, and all school events.

In collaboration with outside experts such as Comerica Bank (providing mentoring, tutoring, financial literacy and a student-ran bank, resources from outside funding), Walbridge will be implementing a construction trade apprentice where the students will learn priceless experience in the areas of masonry, Ernest & Young, LLC, will implement a program (College MAP, which will provide students with the benefits of higher education, financial preparation, and develop persistence skills to complete a degree), United Way will implement our community engagement program by providing training for parents in areas of careers and technology and parenting.

The leadership team along with the staff will develop authentic parental involvement strategies which correlate to specific needs of the neighboring community and our parents. Through these collaborative efforts Cody Upper will be able to target a vast majority of the needs within the school as well as the surrounding community.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

The Cody College Preparatory School of Teaching and Learning will implement a myriad of strategies and activities to support a turnaround initiative. A major component of this initiative is to increase our graduation rate, while developing college-ready students.

Increasing staff's pedagogical prowess through on-going, job-embedded workshops, in addition to after-school and weekend professional development opportunities, that corroborate best-practices shown to enhance student achievement.

Strategically planning course of study and monitoring all required course work to ensure successful completion of college preparatory curriculum.

Monitoring student daily data attendance to ensure accuracy and accountability.

The effective integration and implementation of educational technology to include computers, mobile/hand held devices, interactive white boards, multi-media tools, in alignment with curricular goals and offer students the opportunity to use these tools in their learning as we meet their diverse needs.

Providing an extended school day and credit recovery opportunities throughout the year in addition to summer enrichment. Providing meaningful tutorial services that enrich students in the core content areas with an emphasis on literacy and mathematical applications. Providing relevant and efficient test preparation throughout the year as many of the students who are academically successful in class experience extreme difficulties in achievement and standardized test-taking, a requisite for acceptance in most colleges and universities as well as measuring AYP for the school.

Providing students with a rigorous curriculum to address the challenge of preparing students for access to and success in college.

Supporting economically disadvantaged students in the Dual Enrollment Program in partnership with Wayne County Community District, with appropriate social, emotional, and community-oriented services as they transition to college.

Create continuous support for the dually enrolled students through the “College Café” extended day program where students can obtain tutoring, supplies, use of the latest technology, and garner educational support. Under the supervision of a College Café Coordinator, students will complete assignments, applications, and research, in a safe and secure nurturing environment. To accommodate the College Café program an allocated room will require complete renovation, including painting and the installation of doors, carpet, and technology upgrades.

Promoting parental involvement through a series of activities and workshops, both educational and entertaining, to increase parental presence in the building and to engage them in all initiatives of the turnaround model. Focusing on an effective public relations campaign encompassing relevant technology that keeps parents more informed on student progress through timely data dissemination, allowing for speedy parental intervention before students fall too far behind.

Using myriad sources of data such as formative and summative assessments, administrative and intermediary walkthroughs, reflective discourse from the staff, and even student/parental feedback as an essential component of curriculum and instruction to inform effective teaching strategies and promote an increase in student achievement.

Recruit and train personnel with targeted strategies to provide sustainable conflict resolution and efficacy geared towards reducing gang violence and promote a school culture and climate for a conducive learning environment.

Establish student modules for the development and implementation of rules and expectations.

Utilizing a resident attendance officer to follow through with community visits to ensure that parents are aware of truancy and absenteeism.

Provide relevant staff for emotional health of students including social workers and psychologists, in addition to mentoring programs such as Young Ladies of Destiny and Boys to Men Mentoring Group to provide alternatives and extracurricular activities as outlets for at-risk youth.

Establishing an in-school detention and suspension program to derail adverse behaviors, providing an opportunity for students to complete their mandated class work and receive instructional time.

Appoint a Dean of Students to perform administrative duties who will address student behavior and intervention.

Incorporating educational partners such as Communities in Schools to provide two experienced Site Coordinators. Putting into practice the community-based integrated student supports model, the Site Coordinators work to assess the range, scale, and scope of the specialized intense supports needed by students exhibiting the highest degree of off-track indicators. Following the needs assessment, the Site Coordinators bring in the organizations and individuals required to provide the identified supports. They also organize whole school interventions.

Credit Recovery programs are essential to this aim. Cody will implement an extensive program which encompasses an extended day and extended year program. In addition, on-line courses to provide other credit recovery opportunities. Cody's Second Chance program, an alternative education program, targeted at non-traditional students (teen parents, returning, drop-out, behaviorally challenged, etc.) will also be implemented to give the students an opportunity to become successful in a high school environment and build skills necessary for college and or the world of work.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

Through collaboration the SLC team will disaggregate the school's data (MME, MI-Access, pre-and posttests, summative and formative, report cards and attendance data) to implement effective instructional strategies for continuous improvement in student learning, monitor student progress and make necessary instructional adjustments based on the needs of our students and transition them to the next level of instruction.

- i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

The Cody SLC team will analyze multiple sources of data on student performance and use the results of the data to guide decision making instructional interventions for individual students and subgroups of students. The team will utilize multiple forms of data in order to develop long term organizational goals and plans for our students. For example,

- **Conducting reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement.**
- **Implement a school wide Response to Intervention model.**
- **Provide PD to teachers/principals on strategies to support students in least restrictive environments and English Language Learners.**
- **Use and integrate technology based interventions.**
- **Increase rigor in curriculum.**
- **Increase graduation rates through credit recovery, SLCs and other strategies.**
- **Establish early warning systems to identify students who may be at risk of failure.**
- **Provide increased learning time.**
- **Provide ongoing mechanisms for family and community engagement.**
- **Partner with parents and other organizations to create safe school environment that meet students' social, emotional, and health needs.**
- **Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and others.**
- **Implement approaches to improve school climate and discipline.**
- **Allow the school to run under a new governance**

This will be an ongoing cycle of setting and refining goals, analyzing subgroup data to formulate interventions or changes in response to the data from these sub groups.

- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

The SLC team will collect the school's data (MME, MI-Access, pre-and posttests, summative and formative, report cards, progress reports, parent teacher conferences, SES, lunch applications, attendance data, surveys) to implement effective instructional strategies for continuous improvement in student learning, school goal development.

By developing a leadership team inclusive of internal and external stakeholders Cody College Preparatory will collaborate to assess data and the areas in need and communicate all strategies, and implementation procedures of programs and policies that will affect the school and it's ongoing progress.

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

The SLC team will analyze multiple sources of data on student performance and use the results of the data to make informed decisions about instructional interventions for students. These data sources include: ISA writing and math assessments, standardized tests, attendance, grades, classroom assessments such as projects, participation, and others. The national assessment used for 11th grade students would be the MME/ACT to measure student progress at each grade level.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

In collaboration with all internal and external stakeholders we will establish planning meetings to create teams to determine and develop our plan by September 30, 2010. The teams will consist of research team, alignment to district state standards team, survey team, monitoring and adjusting team. To create the professional development plan to determine and implement on-going professional development.

- 3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget

Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

The SLC will need specific personnel for technical assistance. An instructional specialist will be required to review and evaluate strategies in collaboration with staff and all stakeholders. A data specialist is needed to assist the leadership team to disaggregate the state and school's data and perform summative and formative assessments throughout the school year. A technician to assist with maintenance and all technological support for instructional programs and assessment of programs like E2020 credit recovery, and online remedial courses to supplement classroom instruction, software site licenses to support common grade book implementation and teacher evaluations.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		

Polices/ Practices	In Place	Under Consideration	Not Needed
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

